DOCUMENT RESUME

ED 138 187 HE 008 852

AUTHOR Mateer, Carolyn; And Others
TITLE Research Guide to Women's Issues.
INSTITUTION Cleveland State Univ., Ohio. Inst. of Urban Studies.
PUB DATE May 76
NOTE 41p.; Some pages may be marginally legible due to small type of the original document
'VAILABLE FROM Clearinghouse for Research on Women and Employment, Institute of Urban Studies Cleveland State University, Cleveland, Ohio

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Adult Education; Annotated Bibliographies; Bibliographies; Career Education; Employment; Employment Opportunities; Employment Patterns; Employment Practices; Equal Education; Equal Opportunities (Jobs); External Degree Programs; *Females; Feminism; *Higher Education; Housewives; Indexes (Locaters); Part Time Students; Research Needs; *Research Opportunities; Research Problems; *Research Tools; *Resource Materials; Unemployment; *Womens Education; Womens Studies; Working Women
IDENTIFIERS *Clearinghouse for Research on Women and Employment

ABSTRACT

The Clearinghouse for Research on Women and Employment at Cleveland State University has compiled this guide to aid those researchers who are relatively new to the field by identifying sources of information and topics for research. The section on sources lists works that can be utilized to assess the state of research of a particular topic and to begin collecting data. It includes directories, bibliographies, indexes, and abstracts, preceded by a discussion of subject headings through which to search for information. It also provides a list of manuscript collections for scholars seeking primary material. Although the areas for research are unlimited, topics within particular areas are identified that would yield currently applicable information to fill gaps in the present state of the art. The topics identified are education, including high school career preparation, college graduates, effects of women's studies courses, external degree programs, and noncredit continuing education programs; conditions of employment, including women in unions, female unemployment and seniority, blue collar opportunities for women, advancement opportunities for clerical workers, and part-time employment; and implementing equal employment opportunities, including enforcement of laws and regulations, day-care, and attitudes of homemakers toward reentry into the labor market. Research and support strategies for women's higher education are discussed. (JMF)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED138187

RESEARCH GUIDE TO WOMEN'S ISSUES

Compiled by:

CAROLYN MATEER
RAE ROHFELD
LAVERNE ZELL

BEST COPY AVAILABLE

CLEARINGHOUSE FOR RESEARCH
ON WOMEN AND EMPLOYMENT

INSTITUTE OF URBAN STUDIES
CLEVELAND STATE UNIVERSITY

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

RESEARCH GUIDE ON WOMEN'S ISSUES

May, 1976

Compiled by:

Carolyn Mateer
Reference Bibliographer for the Humanities
Cleveland State University

Rae Rohfeld
Director

Laverne C. Zell
Assistant Director

Clearinghouse for Research
on Women and Employment
Institute of Urban Studies
Cleveland State University

Table of Contents

		Page
Introduction		1
Part I:	Guide to Sources	3
	Using the Card Catalog	4
	Biographical Information	5
	Bibliographies	7
	Reference Sources	8
	Indexes and Abstracts	9
	Other Library Sources	16
	Manuscript Collections and Research Centers	17
Part II:	Guide to Topics	22
	I. Education	22
	A. High School Career Preparation	
	B. College Graduates	
	C. Effects of Women's Studies Courses	
	D. External Degree Programs	
	E. Non-Credit Continuing Education Programs	
	II. Conditions of Employment	26
	A. Women in Unions	
	B. Female Unemployment and Seniority	
	C. Blue-Collar Opportunities for Women	
	D. Opportunities for the Promotion and Upgrading of Clerical Workers	
	E. Part-time Employment	
	III. Implementing Equal Employment Opportunities	31
	A. The Enforcement of Equal Opportunity Employment Laws and Regulations	
	B. Day Care	
	C. Attitudes of Homemakers Toward Re-entry Into the Labor Market	
Part III:	Research and Support Strategies for Women's Higher Education	34

RESEARCH GUIDE ON WOMEN'S ISSUES

INTRODUCTION

During the past decade students and scholars have produced a mass of studies on women and women's issues. Almost every study raises new questions for inquiry or suggests new directions of investigation. Much more research is required before we have sufficient knowledge of women's lives to balance our picture of humanity in the academic disciplines and in the practical world. This Research Guide is one tool for the increasing number of people able to make a contribution to this body of knowledge.

The Research Guide on Women's Issues should help those relatively new to work in this field in two ways: (1) by identifying sources of information, and (2) by identifying topics for research.

Sources

The section on sources lists many works which can be utilized, first to assess the state of research on a particular topic, and second, to begin collecting data. It includes numerous directories, bibliographies, indexes, and abstracts, preceded by a discussion of subject headings through which to search for information. It also provides a list of manuscript collections for scholars seeking primary material.

The Guide to Sources is based on the collection of the Cleveland State University Library. Classification numbers and dates refer to that library's holdings. These same materials should be available in most university and large public libraries however, and can be located through their card catalogs.

Topics

Although the areas for research are unlimited, some groups have identified topics within particular areas which would yield currently applicable information to fill gaps identified in the present state of the art. This guide presents two sets of topics covering local employment-related issues and issues in higher education.

The Clearinghouse for Research on Women and Employment in Greater Cleveland works with community organizations to identify questions requiring research and promotes research among students, faculty, and

community groups. In accordance with these objectives, the Clearinghouse staff has prepared a group of research topics which can be handled as short projects, such as term or seminar papers. Since many of these shorter topics are interrelated, however, more extensive investigations can also be devised.

The Clearinghouse topics grew out of a desire to develop knowledge applicable to the problems of improving women's position in the local labor market. Many seek descriptions and census investigations of community behavior or attitudes. Others seek models for alternative ways of handling matters of concern to women (i.e., fringe benefits for part-time employees). For the Cleveland area, the CROWE maintains files which may help researchers collect data and integrate their studies with the work of others. The topics themselves, however, should be relevant anywhere.

The set of research issues on higher education included in this guide is a reprint of a paper, "Research and Support Strategies for Women's Higher Education," published by the Project on the Status and Education of Women of the Association of American Colleges. It identifies several areas of inquiry concerning both institutional policies and programs and individual development which could provide knowledge for decisions affecting the quality of education for women and the status of women in educational institutions. Since these decisions depend on knowledge in many areas--psychological development, socialization, policy formulation, and organizational behavior--the suggestions for research cover many disciplines and orientations.

Further discussion of research needs may be found in the following two excellent monographs:

> Daniels, Arlene Kaplan. "A Survey of Research Concerns on Women's Issues," Project on the Status and Education of Women, Association of American Colleges, May, 1965.
>
> Roby, Pamela. "The Conditions of Women in Blue Collar, Industrial and Service Jobs: A Review of Research and Proposals for Research, Action and Policy." September, 1974. (Available from the author, Associate Professor of Sociology and Community Studies, University of California, Santa Cruz, California.)

We are accustomed to thinking that knowledge is produced by doctoral candidates and university faculty members. The Clearinghouse staff has found that extremely helpful research can be accomplished by undergraduates and by community organizations. The Research Guide on Women's Issues is intended to aid and encourage persons at many levels of experience to contribute to the field.

PART I: GUIDE TO SOURCES

Because the women's movement has precipitated a flow of information relating to the study of feminism, the need to correlate and disseminate the available literature is acute. The interdisciplinary nature of the topic means that many sources must be checked, some of which may seem peripheral or unrelated.

The following Guide has been prepared in order to help the researcher in women's studies who may not be familiar with the reference tools and abstracting and indexing services which will be of value. The secondary sources are based on the collection of The Cleveland State University.

USING THE CARD CATALOG

The Cleveland State University Card Catalog is divided by Author-Title and Subject sections. Two copies of Subject Headings Used in the Dictionary Catalog of the Library of Congress are on nearby tables, and should be checked for the appropriate heading.

The Library of Congress, however, has made changes in the subject headings referring to women. Formerly, WOMAN was the major heading. The singular form has been replaced by WOMEN.

WOMEN AS PUBLISHERS (etc.,) will now be WOMEN PUBLISHERS. THE WOMEN'S LIBERATION MOVEMENT refers the user to the new heading FEMINISM.

WOMEN - RIGHTS OF WOMEN has now become WOMEN'S RIGHTS.

Since it is impossible to change every subject card, only guide cards (those with plastic covers and red print) will denote the new headings. For example, the guide card WOMEN ARTISTS will no doubt be followed by a number of older book titles with the heading WOMEN AS ARTISTS.

Cards for authors and titles are filed in one alphabet.

Titles and authors of books on order or in process can be found in the computer print-outs labelled In-PROCESS CATALOG on a table near the catalog.

The CRT terminal can also be checked by the reference librarians for titles which may have been added to the collection but for which cards have not yet been filed.

Call numbers on the following pages refer to the Cleveland State University collections.

Quick REF Q 141 .A48 — American Men and Women of Science. New York: R. R. Bowker, 1974

With the 12th edition, women have been acknowledged in the title of this standard reference work. Divided by discipline into Social and Behavioral Sciences, Physical and Biological Sciences.

REF CT 3260 .W54 — Barrer, Myra, ed. Women's Organizations and Leaders: 1973 Directory. Washington, D.C.: Today Publications, 1973. Emphasis on leaders active today.

Index Tables REF Z 5301 .B5 — Biography Index. 1946- New York, N.Y.: H.W. Wilson, 1946-

An index to biographical material appearing in periodicals and current books.

REF Z 7963 .B6 — Ireland, Norma Olin. Index to Women of the World from Ancient to Modern Times. Westwood, Mass.: F.W. Faxon, 1970.

Analyzes 945 biographies and some magazines. Portraits. Lists women as pioneers, in history, as patriots and military leaders, in religion, fine arts, literature, science and invention.

Abstract Tables CT 120 .N45 — New York Times Biographical Editon.

Compilations of biographical articles from the New York Times.

REF CT 3260 .N57 — Notable American Women: 1607-1950. Cambridge, Mass.: Harvard University Press, 1971.

Contains information on 1,359 women who died no later than 1950.

REF HQ 1201 .W48 — Who's Who and Where in Women's Studies. Old Westbury, New York: Feminist Press, 1974.

Colleges and universities with Women's Studies Programs are listed with names of faculty members arranged alphabetically within each institutional entry. The Second list is by faculty and a third list by Department, Names, Course Titles.

Quick REF CT 3260 .W5 1975-76 — Who's Who of American Women, 1975-76. Chicago: Marquis, 1975.

Women of demonstrated ability in a field are included in this 9th edition.

REF Z7963 .E7 .A86 — Astin, Helen, et al. Women: A Bibliography on Their Education and Careers. New York: Behavioral Publications, Inc., 1974.

Bibliographical sources for the following categories in the field of education: determinants of career choice, marital and familial status of working women, women in the world of work, developmental studies, and additional areas.

REF
Z 1361
.N39
W56
1973

Williams, Ara. American Black Women in the Arts and Sciences: a bibliographic survey. Metuchen, N. J., Scarecrow Press, 1973.

A poorly organized bibliography which nevertheless contains valuable information. Good editing would have made this a more useful volume. Fox example, the section on autobiographies contains books both by and about Black Women, a somewhat confusing combination. However much of the material cited would otherwise have to be painstakingly compiled from a variety of sources.

REF
CT 103
.M27

McGraw-Hill Encyclopedia of World Biography. New York, McGraw-Hill, 1973

An international collection of biographical information. The Study Guide is particularly useful because of the topical arrangement. For example, under Women's Rights, sub headings list male supporters, critics, etc.

REF
CT 3260
.B5

The Biographical Cyclopaedia of American Women. New York: Halvord Publishing Co., 1924. Reprinted by Gale, 1974.

Women contemporary to the era, (early twentieth century), plus many historical figures, receive lengthy, chatty treatment in this compilation which calls its approach "story biographies." The index is useful for it cites work or organization with which person was connected, e. g., "Joan of Arc, statue of - Hyatt."

REF
Z 1361
.N39

Davis, Lenwood. The Black Women in American Society: A Selected Annotated Bibliography. Boston, Mass.: G. K. Hall, 1975.

Well-organized bibliography of materials relating to Black Women. Sections on Black Women, who are elected officials (by state), women newspaper publishers and editors, plus a good index.

REF
PN 1998
.D3

Dawson, Bonnie. Women's Films in Print: An Annotated Guide to 800 Films by Women. San Francisco, California: Booklegger Press, 1975.

An alphabetical listing by filmmaker. Also has a title and subject index, distributor's addresses and a list of women's film festivals.

REF Z 7961 F4 — Female Studies.

Number 1 is a collection of college syllabi and reading lists. Number 2 expands to articles and bibliographies on women's studies.

REF Z 7961 .J3 — Jacobs, Sue Ellen. Women in Perspectives; A Guide for Cross-Cultural Studies. Urbana, Illinois: University of Illinois Press, 1974.

Index is arranged geographically and by subject, e.g., women in prison, education.

REF Z 7964 .U49 K75 — Krichmar, Albert. The Women's Rights Movement in the United States, 1848-1970. Metuchen, New Jersey: Scarecrow Press, 1972.

"Topics covered concern the legal, political, economic, religious, educational and professional status of women since 1848."

REF Z 7964 .U49 L4 — Leonard, Eugenie A. et al. The American Woman in Colonial and Revolutionary Times, 1565-1800. Philadelphia, Pa.: University of Pennsylvania Press.

A syllabus with bibliography. Lists 104 outstanding women of the period. Indexes books, magazine articles and pictorial publications.

REF Z 7963 .W7 S65 — Saltow, Martha Jane. Women in American Labor History, 1825-1935. East Lansing, Michigan: Michigan State University Press, 1972.

"Underlines the roles women have played over the course of United States Labor History."

REF Z 7963 .E2 W43 — Westervelt, Esther M., et al. Women's Higher and Continuing Education: An Annotated Bibliography with Selected References on Related Aspects of Women's Lives. New York: College Entrance Examination Board, 1971.

Covers a number of aspects of women's role in education.

REF Z 5942 .C68 no.810-811 — The Woman in American Society: A Selected Bibliography. Monticello, Illinois: Council of Planning Librarians, 1975.

Selected bibliography of books about women. Also contains a list of women college presidents and a section of autobiographical and biographical writings on both white and Black women.

REF Z 7963 .P6 R8 — Women and American Politics: A Selected Bibliography, 1965-1974. New Brunswick, N.J.: Rutgers University Press, 1974.

Compiled by the Center for the American Woman and Politics, this guide offers information on women holding elective and appointive office, socialization of women, election campaigns, women's rights.

REFERENCE SOURCES

REF HQ 1154 .A1 W6 1974

Gage, Nancy, ed. Women's Rights Almanac. Bethesda, Maryland: Elizabeth Cady Stanton Publishing Company, 1974

"State by state directory for coverage of politics, legal rights, employment, consumer protection, abortion. Chronology of events, issues, people."

REF Z 7964 .U49 H37

Harrison, Cynthia Ellen. Women's Movement Media: A Source Guide. New York: Bowker, 1975

Lists Research centers, libraries, government organizations, employment, labor rights, media and film.

REF HQ 1426 .N48 1973

The New Woman's Survival Catalog. New York: Coward, McCann and Geoghegan, 1973.

Popular source book for organizations, women's rights, schools, feminist studies, self-health

REF Z 7961 .W48

Wheeler, Helen. Womanhood Media: Current Resources About Women. Metuchen, N. J.: Scarecrow Press, 1972

Contains Basic Book Collection--list of Woman's movement periodicals, audio-visual sources, list of schools with women's studies programs.

REF Z 7961 .W6 1971-72

Women's Work and Women's Studies. New York: Women's Center, Barnard College, 1971.

First called Year's Work in Women's Studies. Summarizes latest information for women.

REF KF 478 .Z95 .A4

Alexander, Shana. State-by-State Guide to Women's Legal Rights. Los Angeles, California: Wollstonecraft, Inc., 1975.

Covers women's rights in marriage, abortion, divorce, rape, work, criminal action, age of consent, and other areas. Glossary of terms used. Excellent article on constitutional rights and the need for the ERA.

INDEXES AND ABSTRACTS

Dates given are when CSU holdings begin.

REF DK 266 .A2 S74 — ABSEES: Soviet and East European Abstracts Series. 1970-

Books and journal articles are abstracted in separate sections under each East European country. Information on women in these countries can be found in both divisions.

REF GN 1 .A15 — Abstracts in Anthropology. 1970-

Sexism, Sex Roles, Women's Studies and Women's Liberation Movement are all appropriate headings in the Anthropological literature. Abstracts are concise.

REF GR 1 .A52 — Abstracts on Folklore Studies. 1963-1974.

Good source for the cultural folklore of women's roles. Abstracts articles from about 60 journals.

REF HV 6001 .E9 — Abstracts on Criminology and Penology. Formerly Excerpta Criminologica. 1961-

International abstracting service covering the "etiology of crime." Female is the heading used.

REF Z 5967 .A78 — Art Index. 1929-

The feminist movement in Art has been strong, and is well documented through Art Index.

REF AI 3 .B7 — British Humanities Index. 1962-

Indexes the major British periodical literature. Uses Feminism as a heading in addition to numerous articles under women with appropriate sub-headings.

REF 7164 .C81 B983 — Business Periodicals Index. 1958-

Many articles appear in the business literature on women in the working world. Headings are usually women as engineers, or women in advertising, etc.

REF AI 3 .C322 — The Catholic Periodical and Literature Index. 1930-

"A broad Christian approach to currently significant subjects." Indexes a selected list of Catholic periodicals. Headings include: Women-Equal Rights; Women in Church Work, Women as Priests, Women's Liberation Movement.

REF LA 229 .C62 — College Student Personnel Abstracts. 1965-

Excellent source for studies of college women and women's studies programs." (A compilation of abstracts from journals, conference proceedings, and research reports pertaining to college students and college student services)".

REF JK 1 .C15 — Congressional Quarterly Weekly Reports. 1967-

Best place to check for current legislation including progress of bills. Occasionallly does special reports of interest, e.g., sex discrimination, HEW rules. Gives roll-call votes, presidential texts.

REF Z 7164 .O 4 N3 — Current Literature on Aging. 1963-

Selected publications in the field of aging and related areas. Many articles on widows and employment for mature women.

REF Z 5055 .U5 A53 — Dissertation Abstracts International.

Doctoral dissertations in every field. A number of degrees have been granted in women's studies.

REF Z 5813 .A22 — Education Index. 1929-

Indexes educational material in the English language. Many sections on women.

REF Z 5118 .C9 — Crime and Delinquency Abstracts. 1963-

Source for information on women and crime.

REF HV 6001 .C74 — Crime and Delinquency Literature. 1970-

Abstracts on female offenders and women in prison, among other related topics.

REF L 11 .E3 — Educational Administration Abstracts. University Council for Educational Administration. Columbus, Ohio. 1972-

Contents lists Minority Group Relations as a topic under which articles on women and educational administration can be located.

REF L 11 .I 695 — Educational Documentation and Information. Bulletin of the International Bureau of Education. UNESCO. 1971-

Publishes thematic bibliographies relating to education such as "Access of Women to Education", no.174.

REF AI 3 .E752 — Essay and General Literature Index. 1900-

Indexes essays and articles from volumes of collections of essays and miscellaneous works. Many essays on women in literature and the history and condition of women.

REF D 299 .H5 — Historical Abstracts. 1955-

Historical information about women can be found under that topic in the two sections of Historical Abstracts. Part A: Modern History Abstracts, 1450-1914. Part B: Twentieth Century Abstracts, 1914-1975.

REF HD 7285 .A26 — Housing and Planning References. 1966-

Indexes a selection of publications and articles on housing and planning received by the Library of HUD. Articles on women are concerned with employment and affirmative action.

REF Z 7165 .U5 P2 — Human Resources Abstracts. 1966- Formerly Poverty and Human Resources Abstracts.

"Covers human, social and manpower problems and solutions ranging from slum rehabilitation and job development training to compensatory education, minority group problems and rural poverty."

REF AI 3 .R492 — Humanities Index. 1974-

Women is the major heading used, with many additional articles under the authors, reporters, etc. Primarily historical and literary sources. Was Social Science and Humanities Index.

REF Z 6367 .I 5 — Index to Jewish Periodicals. 1964-

An author-subject index to selected American and Anglo-Jewish journals of general and scholarly interest. Headings to check include Women, Jewish; Women in politics; Women's Liberation Movement.

REF KF 8 .I 54 — Index to Legal Periodicals. 1952-

Women under the law is the prime topic of the articles relating to women indexed here. Good source for articles on the ERA.

REF AI 3 .0 4 — Index to Periodical Articles By and About Negroes. 1950-

Many articles concerning Black women and their interests appear in this index. About 1 year behind in publication.

REF KF 8 .I 565 — Index to Periodical Articles Related to Law. 1958-

Selected from journals not included in the Index to Legal Periodicals. Headings to check are Civil Rights, Women.

REF Z 7753 .A5 — Index to Religious Periodical Literature. 1949-

Covers 198 religious journals.

REF Z 7409 .D58 — Interdok: Directory of Published Proceedings. Social Sciences/ Humanities. 1968-

Cites publisher and price of proceedings available.

REF AI 9 .I5 — IBZ: Internationale Bibliographie der Zeitschriften-Literatur. 1965-

One of the major international periodical indexes. Under the heading "Frau", articles on women in many languages and journals will appear.

REF P 1 .M5 — Language and Language Behavior Abstracts. 1967-

Best source for information on sexist semantics. Look under the heading "Sociolinguistics".

REF Z 666 .L69 — Library Literature. 1921-

Librarianship is primarily a Women's occupation, yet men hold most administrative positions. The changing nature of the profession can be traced through the literature of the field.

REF P 1 .M64 1973 — MLA Abstracts. Modern Language Association of America. New York, New York. 1973-

Selected articles from the MLA Bibliography

REF KF 3302 .B8 — Manpower Information Service. 1969-

Despite its title, this bibliographic review of developments in the Labor Market is an important source for information on women and employment. Heading is: Women Employees.

REF Z 7165 .U5 A36 — Marketing Information Guide. 1969-

Annotated bibliography of marketing/management information sources Numerous articles of women in management and related subject areas.

REF Z 5055 .U49 M3 — Masters Abstracts. 1963-

A catalog of selected masters theses are available by purchase through University microfilm.

REF Z 1223 .A18 — Monthly Catalog. United States Government Publications. 1935-

The government printing office publishes numerous reports, papers and statistical information regarding women. Has an author, title and subject index.

REF ML 118 .M84 — The Music Index. 1949-

Indexes articles on women in music.

REF HT 151 .N4 — Newsbank. 1972-

Newsbank culls articles on 13 topics (employment, education, politics and government, etc.) from newspapers across the country. Current information of interest to women can be found under most headings.

REF AI 21 .N44 — New York Times Index. 1851-

Although the time lag precludes current usage, the Times index is a source for news articles concerning women both nationally and in the New York area.

REF Z 7164 .C81 U45683 — Personnel Literature. 1970-

Selected books, pamphlets and other publications received in the Library of the Civil Service Commission. "Women-Employment" is the subject heading of most interest.

REF Z 7125 .P45 — The Philosopher's Index. 1967/68-

A subject and author index to the major philosophy journals. International in scope. Under Woman, Female(s), Feminism, numerous articles such as "On Reaction and the Women's Movement" can be found.

REF Z 7164 .D3 P83 — Population Index. 1935-

Demographic information including articles and statistics.

REF BF 1 .P65 — Psychological Abstracts. 1927-

"Nonevaluative summaries of the world's literature in psychology and related disciplines". Many entries under "Women's Liberation Movement."

REF Z 7163 .P9 — Public Affairs Information Service. (P.A.I.S.) 1915- Weekly.

Indexes books, reports, pamphlets and documents stressing current events, political science, government, economic and social conditions.

REF Z 7164 .E2 P8 — Public Affairs Information Service. Foreign Language Index. 1968-

"A selective index of publications on public and economic affairs in French, German, Italian, Portuguese and Spanish." Numerous articles about women from international sources, including contemporary statistical information.

REF AI 3 .R4 — Reader's Guide to Periodical Literature. 1890-

Best source for general information from the popular periodicals.

REF Z 5813 .R4 — Research in Education. 1966-

"A monthly abstract journal announcing recently completed research and research-related reports in the field of education." Women's Education and Women Professors are typical subjects of research.

REF Z 7401 .S365 — Social Science Citation Index. 1974-

Use subject index to reach the computerized listing by author of the articles, with references to other authors who have cited the work. Many entries under Women, with appropriate sub-headings. Other headings include Feminist, Feminism, Female.

REF AI 3 .R49 — Social Sciences Index. 1974-

In addition to the general heading Women, numerous sub-headings refer to topics such as anatomy and physiology, psychology, rights of women. Good source for journal information in the area of anthropology, law and criminology, psychology, sociology, etc. New Section of the Social Sciences and Humanities Index.

REF HM 1 .S67 — Sociological Abstracts. 1953-

Beginning in February, 1973, Women's information was organized under Feminist Studies, Section 2900.

REF
AI 21
.T46

The Times Index. London. 1906-

The status of women in Great Britain can be traced through the numerous articles under Women which appear in the London Times.

REF
Z 6482
.U45

United Nations Documents Index. 1950-

Each monthly issue includes the documents and publications processed by the Documentation Division that month. Headings relating to women include: Commission on the Status of Women, Equal Pay for Equal work, Nationality in Marriage and others.

REF
HT 110
.U58
U5

Urban Affairs Abstracts. 1971-

Many articles of interest to women are abstracted under both Employment and Labor - Equal Opportunity, and Women.

REF
HG 1
.W26

The Wall Street Journal Index. 1958-

The Journal Index is divided into two sections: Corporate News and General News. Numerous articles on women in business can be found in the General section.

REF
Z 7962
.W62

Women's Studies Abstracts. 1972-

In addition to indexing information on women in a variety of sources, gives book review listings and cites special issues of journals which are devoted to topics of importance to women.

REF
Z 7164
.C81
LI 35

Work Related Abstracts. 1956-

Was Employment Relations Abstracts.

Other Library Sources

See Catalog for Call Numbers.

The Feminist Controversy in England, 1788-1810. Reprinted by Gale, 1974.

Forty-four facsimile editions of the most important writings of the early feminists.

LAC

The Library of American Civilization.

A microfiche collection of documents, pamphlets, periodicals, fiction and poetry, foreign material relating to America, rare books and various collections from the beginning of American history through World War I. The subject catalog, located at the Reference desk, has five pages of references to Women, with various sub-topics. Each title in the series is listed in the Library Card Catalog. The card indicates LAC and the microfiche number in the upper right corner. Microfiche collections are stored in the Current Periodicals Division.

Pamphlet File.

The pamphlet file, located in the Reference section, has a growing collection of articles about women which can be charged out. The headings used are from the New York Times Thesaurus of Descriptors which you may wish to check before using the File.

MANUSCRIPT COLLECTIONS AND RESEARCH CENTERS*

Alverno College, Research Center on Women. 3401 S. 30th Street, Milwaukee, WI, 53215. (614) 671-5400.

Files contain much material on a variety of women's issues. All reports from the Labor Department and the Women's Bureau since 1966 are on file. Videotape interviews with Wisconsin suffragists and other women are available.

The biweekly Alverno Research Center on Women Newsletter includes news of accessions to the library.

Barnard College Library, New York, NY, 10027.

Overbury Collection contains about 1900 volumes among which are books written by American women; also related manuscripts and letters.

Barnard College, The Women's Center. New York, NY 10027. (212) 280-2067.

The Women's Center has collected and catalogued nearly a thousand books, articles, clippings, and special issues of journals relating to women and feminist activities. The collection also contains the growing number of research papers by Barnard students.

Bennett College, Thomas F. Holgate Library, Greensboro, NC, 27420.

Collection contains material on Afro-American women.

Bentley Historical Library, Michigan Historical Collections, Beal and Bonisteel Streets, Ann Arbor, Michigan, 48104.

A good collection of women's history materials is contained in this collection of manuscripts, photographs, and books relating to the State of Michigan. A Bibliography of Resources for Women's History at the Michigan Historical Collections, published in 1971, is available.

Boston Public Library, Copley Square, Boston, Massachusetts, 02117.

The Galatea Collection contains about 5,000 volumes relating to women's place in history with emphasis on the suffrage movement.

* The information for this section is taken from Women's Movement Media: A Source Guide, New York: Bowker, 1975, and "Where the Books Are," MS., September, 1973.

Business and Professional Women's Foundation Library, 2012 Massachusetts Avenue, NW, Washington, DC, 20036.

Collection is on women in contemporary American society.

Connecticut College Library American Women's Collection, New London, Connecticut, 06320. (201) 442-1630.

Papers, letters and printed materials for study of Alice Hamilton, Belle Moskowitz, Frances Perkins, Prudence Crandall Philteo, and Lydia H. Sigourey are available. However, most of the manuscripts are uncatalogued and not easy to use.

Eagleton Institute, Center for the American Woman and Politics. Rutgers University, New Brunswick, NY, 08901. (201) 828-2210.

Research and education center includes a special collection of materials on women and politics.

Library of Congress. 10 First Street, SE, Washington, DC, 20540. 426-5000.

The Library's collection includes many published and unpublished manuscripts by and about women. The Manuscript Division houses the papers of a number of women's organizations including the League of Women Voters, The National American Women's Suffrage Organization, and the National Women's Trade League of America. The Library has the papers of a number of individual women including Margaret Sanger, Clara Barton, Clare Booth Luce, Edna St. Vincent Millay, and Helen Rogers Reid. The following sources give a full list of the division's holdings:

Garrison, C. W. List of Manuscript Collections in the Library of Congress to July 1931 (1932).

Hamer, Philip M., Ed. Guide to Archives and Manuscripts in the United States (1961).

Library of Congress, Handbook of Manuscripts (1918).

Library of Congress, National Union Catalog of Manuscript Collections (1959).

Library of Congress, Quarterly Journal (1943 to date).

Library of Congress, Annual Reports (1897 to date).

Powell, C. Percy. List of Manuscript Collections in the Library of Congress July 1931 to July 1938 (1939).

The National Woman's Party Library. 144 Constitution Avenue, NE, Washington, DC.

Contains about 3,000 volumes; also manuscripts, maps and slides.

The New York Public Library, Special Collections, The Research Libraries. Fifth Avenue and 42nd Street, New York, NY, 10017.

Includes the papers of a number of individual women including Lillian Wald, Fania Cohn, Rose Pesotta, Emma Goldman, Carrie Chapman Catt and Elizabeth Oakes Smith, as well as papers from the National American Woman Suffrage Association.

Northwestern University Library. Evanston, Illinois, 60201.

A relatively current collection which includes pamphlets, posters, magazines, newspapers and newsletters published in the United States, Australia and England.

Radcliffe College, The Arthur and Elizabeth Schlesinger Library on the History of Women in America. 3 James Street, Cambridge, Massachusetts, 02138. (617) 495-8647.

One of the world's largest collections of material on American women's history from 1800 to present. Includes 210 major collections of papers on individual women, 35 archives of women's organizations, 13,000 volumes and journals, newsletters and microfilm. The library's inventories and card catalog were published in 1973 by G. K. Hall.

Scripps College Library, Macpherson Collection, Claremont, California, 91711.

Contains books on women's suffrage, the history of domestic employment, women in the westward movement and women in the humanist tradition. Special focus on women "firsts" in California.

Smith College, The Sophia Smith Collection. Northampton, Massachusetts, 01060. (413) 584-2700, ext. 622.

This collection contains thousands of books, manuscripts, pamphlets, miscellanea and periodicals relating to women's social and intellectual history. The Catalog of the Sophia Smith Collection (1971, $1) presents selected primary and secondary sources in some detail.

Swarthmore College, Friends Historical Library. Swarthmore, Pennsylvania, 19081.

Library includes a Lucretia Mott Collection.

Tulane University, Rudolph Matas Medical Library, New Orleans, Louisianna, 70112.

Library includes the Elizabeth Bass Collection concerning women in medicine.

University of Kansas Library, Gerritsen Collection. Lawrence, Kansas, 66044.

Collection of about 4,000 volumes, much dealing with late 19th and early 20th century subjects.

University of North Carolina at Greensboro, Walter Clinton Jackson Library. Greensboro, NC, 27412. (919) 379-5284.

The Jackson Library maintains a special collection on women from the 16th century to 1900. Contains a collection of books on the history of physical education for women; works from the library of Anthony Ludovics which covers subjects in anthropology, sociology, and history; and many works about early suffrage movements. The Women's Collection: A Bibliography (Minnie Hussey) has been published for the years 1937-43, 1944-49, and 1950-56 ($1.00 each).

Women's History Research Center, Inc. 2325 Oak Street, Berkeley, California, 94708. (415) 524-7772.

Maintains the International Women's History Archive concerning the contemporary women's movement and a Topical Research Library of 2,000 files documenting the position of women past and present. The Center is open to all women by appointment only. Inquiries must include $1.00 and a self-addressed stamped envelope. The following works have been published by the Center:

Bibliographies on Women, Indexed by Topic, $2.00
The Catalog, $16.00 to women; $10.00 to institutions
Directory of Films by and/or About Women, $3.00 to women; $5.00 to institutions
Directory of Women's Periodicals, $3.00 to women; $5.00 to institutions
Female Artists Past and Present, $4.00
NOW Newsletter Directory, $3.00
Synopsis of Women in World History, $1.20 to women; $2.00 to institutions
Women's Songbook, $3.00
Women's Studies Courses, Indexed by Topic, $5.00

The Center has published Herstory ($550), a 35mm microfilm which contains editions of nearly 300 women's journals, newsletters, and newspapers from the 1960's and 70's. Herstory includes a title index giving inclusive dates and reel locations. Herstory I Update and Herstory II are also available covering the period from October, 1971 to June, 1973.

Women's Medical College Library, Philadelphia, Pennsylvania, 19129.

Contains a collection on women in medicine given to the college by the American Medical Women's Association.

Zion Research Library. Boston University, 771 Commonwealth Avenue, Boston, Massachusetts, 02215. (617) 353-3724.

This nonsectarian Protestant library maintains a special collection on women and the church including rare pamphlets and books on the status of women and work of women in the church.

PART II: GUIDE TO CLEARINGHOUSE TOPICS

I. EDUCATION

A. High School Career Preparation

High schools have a responsibility to help students prepare for careers. Career guidance in secondary schools is especially important for students who do not go on to college. It is probable that women with little knowledge of vocational alternatives and without special skills end up in traditionally female jobs which tend to be dead-end and low-paying (e.g., clerical work, retail sales, etc.). Information is needed about the adequacy of high school career programs and women's participation in vocational education. The following topics for research are suggested.

1. Women in Vocational Education

A survey of local high school vocational training courses. What proportion of students involved in vocational education are female? Are women clustered in certain programs (e.g., cosmetology) and absent in others (e.g., auto mechanics)? What factors would tend to exclude women from certain programs (e.g., peer group pressure, instructors' attitudes, etc.)?

2. Effectiveness of Special Career Programs

Pre-testing and post-testing of participants in special career programs (e.g., career days, courses on women and employment, etc.). What effects do these programs have on students, especially on female students (e.g., increased awareness of career alternatives, increased career aspirations, etc.)?

3. Career Awareness

A study of Student Career Development among local high schools. What are the differences between females and males in knowledge of careers, career aspirations, work values and attitudes, etc.? What are the differences between students who have had career counseling and those who have not? Comparisons should also consider educational attainment and occupational status of parents. A national study reported in The Vocational Guidance Quarterly, March, 1975 by R. Jhoeth, J. O. Roth, and D. J. Prediger, on "Student Career Development: Where Do We Stand?" suggests an approach to these issues locally.

B. College Graduates

It has been well documented that the talents and skills of college-educated women are underutilized in the labor market. College women tend to work in lower level jobs and to earn less than college men. To what extent is this a function of sex-based discrimination and to what extent does it result from the kinds of programs women major in (e.g., education vs. business) or other factors? To answer this question, information is needed on the kinds of jobs aspired to, offered to, and held by men and women who majored in the same field at the same institution. The following research projects are suggested.

1. Job Searches of College Graduates

A survey of recent graduates who majored or received graduate degrees in any given field. Selected fields for study should include business and various liberal arts fields (English, Math, Political Science, etc.). Comparisons between females and males should be made on the following items:

a) Types of jobs for which males and females applied.
b) Number of job offers received upon graduation.
c) Present job-type or occupation, whether or not it is related to major field, private or public sector, beginning salary level, etc.
d) Qualifications and past experience at time of hiring.

A study of jobs held by psychology graduates has been completed and is available from the Clearinghouse for Research on Women and Employment (CROWE), The Institute of Urban Studies, Cleveland State University.

2. Campus Recruitment of College Graduates

A questionnaire or interview survey of college students who have been interviewed by business recruiters at their college placement office. Are men and women asked different questions regarding family plans and skills (e.g., typing)? Are men and women with similar qualifications offered different types of jobs? Do women perceive that they are being discriminated against? (The Clearinghouse has information on a similar study done elsewhere which can be adapted.)

3. Differential Aspirations of Males and Females

A survey of women and men who are majoring in traditionally 'female' fields (e.g., education, social work, library science). What are the differences between the sexes in their perceptions of opportunities for advancement in the field and their desire for advancement?

A study of this type is currently being conducted among education majors at a local university. The questionnaire could be easily adapted for other majors at other colleges.

4. Women in Business Training

A survey of women in business programs at local colleges and universities. Do these students perceive that they are discriminated against by faculty? Are they encouraged to aspire to non-traditional careers in business? How are they treated by male peers?

C. Effects of Women's Studies Courses

Many people hope that women's studies courses will raise the consciousness and broaden the horizons of the students who enroll in them. Information on the actual effects of these courses would be helpful to faculty and administrators. The following topics for research are suggested.

1. Effects of Women's Studies Courses

A study of students (college or high school) taking women's studies courses and those who are not. Comparisons should be made on attitudes regarding women's issues, awareness about discrimination against women, self-images, career aspirations, etc. In addition to general demographic data, information should also be collected concerning the extra-curricular activities and interests of students. This survey should be conducted as a pre and post-test of the students. A research instrument and some information about research going on in this area is available from the Clearinghouse for Research on Women and Employment.

2. Women's Studies Instructors

A study of women's studies instructors. Do the personalities of these instructors tend to be more androgenous (i.e., less stereotypically feminine or masculine) than other faculty? Do these faculty participate in more off-campus women's rights activities than other faculty?

D. External Degree Programs

A relatively new means of obtaining a college degree enables students to select their own styles of learning. These extended learning or external degree programs seem especially appealing to adults.

1. Characteristics of External Degree Students

A survey of women and men enrolled in external degree programs to determine:

a) Reasons for their choice of external degree as opposed to traditional degree programs.

b) Satisfactions and dissatisfactions.

c) How credit has been earned; especially, how much credit is earned for "life experience" and how is "life experience" learning documented.

d) Differences between men and women on the above factors.

E. Non-Credit Continuing Education Programs

Women take non-credit continuing education courses for a variety of reasons. Some may already have degrees, while others may wish to further their education without making a four-year commitment. Many local colleges and universities are offering courses specifically designed for women (e.g., how to get a job, assertiveness training, etc.). Information is needed on the kinds of women who take non-credit courses and their goals in order to evaluate present programs and more effectively plan future programs. The following topics for research are suggested.

1. Goals of Men and Women in Non-Credit Courses

A survey of women and men in general kinds of non-credit continuing education courses (e.g., accounting, literature, history, etc.). What are the goals of the women? How do their goals compare with the goals of men in these courses? Why are they enrolled in continuing education courses rather than in regular credit courses?

2. Goals of Women in Women's Non-Credit Courses

A survey of women currently enrolled in non-credit courses specifically designed for women, or of women who have recently completed such courses. What are the goals of these women? Are their goals met after completion of courses?

II. CONDITIONS OF EMPLOYMENT

A. Women in Unions

Unions could be an important force in ending sex discrimination in employment. Unfortunately unions, like business, have been male-dominated and are guilty themselves of sex discrimination. Information is needed on how union contracts currently approach issues relating to women, as well as the factors which limit women's participation in union leadership. The following topics for research are suggested?

1. Sex-Related Provisions of Union Contracts

An analysis of union contracts in selected Cleveland industries. How do union contracts deal with sex identification of jobs, maternity leave and maternity-related health coverage, insurance coverage, retirement time and pay, and other sex-related issues?

2. Women in Union Leadership

A survey of union leadership. . What are the numbers of women holding office or staff positions in unions? How does the number of women in leadership positions vary from union to union? How have women achieved these positions of leadership? What barriers limit the participation of women in unions?

3. Female Participation in Unions

A survey of rank-and-file union members in selected industries. How does women's participation in union activities compare with men's (e. g., meetings attended, knowledge of union operation, percent of shop-stewards who are female, etc.)? If women are less active in union affairs, what factors limit their participation?

4. Collective Bargaining Issues Related to Sex

Interviews with union leaders and officials to identify the current collective bargaining issues relating to sex bias and the approaches to dealing with them. Questions to be answered by the research include:

a) By what process does the leadership identify women's needs?

b) What are the major needs of women they have identified?

c) Where do these needs lie in the priorities of union leadership?

d) What solutions are the unions proposing?

e) What has been the response of employers to these proposals?

5. Union Representation and Women's Issues

A survey of women in unions (starting with members of the Coalition of Labor Union Women) to obtain their views of how well union leadership is representing them. This would cover whether they believe unions (1) understand their needs, (2) place a high priority on ending sex discrimination, (3) are receptive to the chances necessary to achieve equal employment for women.

B. Female Unemployment and Seniority

Women who have recently made inroads in predominantly male fields are disproportionately affected by layoffs based on seniority. Information is needed on the magnitude of this problem in Cleveland, as well as alternatives to the traditional seniority system. The following research projects are suggested.

1. Female Unemployment

A study of female unemployment in Cleveland. What is the number and proportion of women in the Cleveland area currently laid off who were employed six months to one year prior to the survey (by industry, age, race, occupation, seniority, and union membership)? Some information could be obtained from the Ohio Bureau of Employment Services.

2. Alternatives to the Seniority System

Interviews with labor union leaders, businesspersons, and equal employment opportunity officials. Are there alternatives to the traditional seniority systems that are in use in Cleveland industries? How do these alternative systems affect the layoffs of women and minorities? Which alternatives are most acceptable to union men and to employers?

C. Blue-Collar Opportunities for Women

According to census figures, 22 percent of all employed men in the Cleveland SMSA were craftsmen, foremen, and kindred workers in 1970, compared with only 2 percent of all employed women. The vast majority of blue-collar women are classified as operatives. In order to open up the skilled crafts for women, information is needed on the training programs available. The following research topics are suggested.

1. Entry to Skilled Blue-Collar Jobs (I)

A survey of personnel directors in a sample of Cleveland companies. What are the usual requirements for skilled jobs (e.g., past experience, mechanical aptitude, etc.)? To what extent are men and women trained on the job? How are trainees selected?

2. Entry to Skilled Blue-Collar Jobs (II)

A survey of skilled crafts employees or employee records in a sample of Cleveland area companies. What kinds of experience did employees tend to have before their present job? What proportion received formal training and where was it received (high school vocational programs, military service, proprietary schools, etc.)? What proportion were trained on the job (present or past)?

3. Women's Attitudes Toward Blue-Collar Jobs

A survey of unskilled blue-collar women. What proportion of these women would accept or desire training for a skilled craft position? Of the women who desire such training, what barriers are preventing them from attaining it?

4. Women in Vocational Training

A survey of high school vocational training programs for skilled blue-collar jobs. What proportion of current students are female? What barriers seem to keep women from enrolling in these programs (e.g., discriminating regulations, peer group pressure, instructors' attitudes, etc.)?

D. Opportunities for the Promotion and Upgrading of Clerical Workers

According to the 1970 Census, 39 percent of all employed women in the Cleveland SMSA were clerical workers. Improving women's position in the labor market therefore, necessarily involves improving the position of clerical workers. Two obvious possibilities exist for accomplishing this goal: (1) making opportunities for promotion into management and administrative positions available for clerical workers who desire advancement, and (2) upgrading these occupations by raising the salaries and prestige connected with them. The following suggested research projects would be useful in assessing the feasibility of each alternative.

1. Self-Perceptions of Clerical Workers

(a) A survey (questionnaire or interview) of a sample of clerical workers in Cleveland businesses. What factors are associated with job satisfaction or dissatisfaction? What proportion of these women think of themselves as promotable, would accept or actively seek promotion? Information should also be collected on such areas as educational attainment, salary level, spouse's occupation and educational attainment, number and age of children, and parents' occupation and education. A questionnaire which addresses most of these issues is currently being distributed to downtown clerical workers. The questionnaire is available from the Clearinghouse.

(b) A survey of clerical workers who desire promotion. (This could be done as part of the above survey or as a follow-up by another student.) What are the major barriers to advancement for these women (e.g., discriminatory attitudes and practices on the part of employers, lack of training, adverse peer group pressures)?

2. Models for Upward Mobility (I)

Identify employers in Cleveland who have made attempts to promote numbers of clerical workers by establishing new programs for upward mobility. (The Clearinghouse may be able to assist students in this process.) What factors seem to account for the success or failure of this kind of program? Company case histories would be of help to others attempting to develop effective promotion programs.

3. Models for Upward Mobility (II)

A literature search (bibliography) and/or review of the literature on model programs for the upward mobility of clerical workers and/or on clerical workers' unions.

4. Upgrading the Clerical Position

Identify Cleveland employers who have attempted to upgrade the position of clerical workers (e.g., by equalizing clerical and blue-collar payscales, redefining job descriptions, etc.). The Clearinghouse may be able to assist students in this process.) What have been the results of such programs in terms of productivity, employees' satisfaction with jobs, etc.?

E. Part-time Employment

Part-time employment has been identified by many people as a means of increasing women's participation in the labor market. It is said that many women with children and home responsibilities would work if part-time positions were available that would permit scheduling work around these responsibilities. Some would argue that part-time employment involves greater costs for the employer, while others would argue that it involves greater costs for the employee. The following research is needed to provide information concerning these issues.

1. Part-time Opportunities

A series of surveys concerning part-time employment in a sample of individual industries (e.g., primary metals, trucking and warehousing. etc.). Questionnaires or interviews of personnel directors could be conducted to determine the quantity of part-time positions in each industry as well as the attitudes of management toward part-time employment. A study of this type was recently conducted on banking and advertising, and is available from the Clearinghouse.

2. Part-time Workers: Salaries and Benefits

A study of salary and benefit patterns of part-time workers. How do part-time and full-time workers in similar occupations compare with respect to:

a) Rate of pay
b) Fringe benefits, including
   1. Insurance - life and health
   2. Vacations
   3. Sick leave with pay
   4. Retirement benefits
c) Job security and/or seniority

3. Employer Costs for Part-time Employees

A study of the economic costs of part-time employment as experienced by the employer. Do two part-time people cost more than one full-time person in terms of salary and employee benefits? Costs could be calculated from federal and state insurance programs, and typical fringe benefit packages. The Clearinghouse has some national data on this subject.

4. Employee Satisfaction with Part-time Work

(a) A survey of female part-time workers concerning their economic and psychological output. Do part-time workers tend to put in more time than they are paid for? Can part-time work be profitable considering costs of transportation, lunches, etc.?

(a) What proportion of women who work part-time actually prefer part-time employment? What factors determine their satisfaction or dissatisfaction?

5. Men as Part-time Employees

A survey of young men (e.g., college students) concerning part-time employment. What proportion of these young men would prefer part-time work if their (future) wives shared responsibility for earning income?

6. Literature Review

A literature search (bibliography) or a review of the literature on the pros and cons of part-time employment for employers and employees, or on the kinds of jobs best suited for part-time employment.

III. IMPLEMENTING EQUAL EMPLOYMENT OPPORTUNITIES

A. The Enforcement of Equal Opportunity Employment Laws and Regulations

Data on the number and types of sex discrimination charges filed with EEOC and OCRC is fairly complete. However, information is lacking about those cases which are decided in court. The following research topics are suggested.

1. Court Treatment of Equal Opportunity Employment Laws and Regulations

A study of sex discrimination cases adjudicated in the Federal District Court each year.

a) How many cases are filed each year? Under what statutes? What has been the thinking of the Court on the issues involved, and to what extent have the rulings of regulatory agencies been upheld?

b) Who are the attorneys? (I.e., is there a particular group of attorneys who take such cases?) On what basis do they take these cases?

2. Fringe Benefits and Equal Employment Opportunity

Survey companies and/or community agencies to find out what fringe benefits they offer and how they are interpreting the requirement for "equal benefits." Among the benefits to be reviewed would be (1) disability and maternity leave; (2) health insurance (including pregnancy-related problems and maternity benefits); (3) life insurance; (4) retirement and pension plans.

B. Day Care

The availability of day care services directly affects the employability of many women, especially single heads of household. As increasing numbers of young mothers seek participation in the labor force, the demand for low-cost, quality day care should rise accordingly. People and agencies in greater Cleveland that are involved in providing day care services need information for effective planning. The following research topics are suggested.

1. Types of Day Care Available

A study or series of studies of specific types of day care centers, including university and/or institution-based centers, cooperative day care centers, industry-based centers, private (profit-making) centers, and public (United Torch or welfare assisted) day care centers. Who uses each type of center (e.g., marital status, age, race, socioeconomic class, etc.)? Why? How is each center run? What needs does it meet?

2. Map of Day Care Services

Identification of areas in greater Cleveland which severaly lack day care facilities. Should include demographic data concerning the number of children in these areas, as well as median income, number of families below poverty level, number of families with single head of household, and racial and ethnic make-up.

3. Day Care Arrangements of School-Age Children

A survey of parents with school-age children. What kind of day care arrangements are made by working parents during times when school is not in session? What is the level of satisfaction with these arrangements? What alternatives are available?

4. Day Care for Handicapped Children

A survey of parents with handicapped children. What are the day care needs of these parents? What facilities are presently available for handicapped children? What kinds of limitations does the lack of day care place on these parents?

5. Influence of Ethnicity on Child Care Services

A literature review and/or primary investigation of cultural differences affecting child care. Do the methods of child rearing and the goals of parents for their children affect the acceptance of certain types of child-care programs on the part of different ethnic groups or social classes?

6. Status of Innovative Day Care in Cleveland

A literature search and/or review of the literature of innovative day care services in other parts of the country. How is Cleveland lacking compared with other cities? What are the possibilities for new forms of community-supported day care?

7. Day Care Environments

A structural design survey of downtown locations to suggest those suitable for child care centers, with suggestions for creative uses of indoor and outdoor space. This could be done for other neighborhoods where there is community interest in day care. The book, Day Care: How To Do It, available from the Center for Human Services, provides guidelines.

C. Attitudes of Homemakers Toward Re-entry Into the Labor Market.

Increasing numbers of women are returning to the labor force after spending time in child rearing. These returning women often need special counseling services and further training or education. Further, many women might return to work if barriers such as the numbers of homemakers who plan to return to work so that social, counseling, and educational services can be effectively planned. Surveys of women in selected areas of Cleveland and/or of selected ethnic or racial groups and socioeconomic statuses are suggested to deal with the following topics:

1. What proportion of women who are not in the labor force expect or want to work? Information should be collected on items such as educational attainment, previous work experience, age and number of children, husband's occupation, etc.

2. Among women who want to return to work:

   a. What factors prevent them from obtaining immediate employment (e.g. lack of day care, lack of jobs, self-image, husband's attitudes, etc.)?

   b. What work attitudes, values and career aspirations do these women have? To what extent are these aspirations consistent with the skills they possess and the current labor market conditions?

   c. What efforts are these women making to prepare themselves for future employment? What kinds of training do they want (e.g. training for skilled trades, college degrees, special workshops)? What factors prevent women from undertaking this training (e.g. finances, day care, etc.)?

   d. What proportion of these women would prefer part-time employment?

project on the status and education of **women**

BERNICE SANDLER
Director
MARGARET C. DUNKLE
Associate Director
FRANCELIA GLEAVES
Staff Associate
KAY MECKES
Editorial Assistant
LOUISE HUNTER
Editorial Assistant

Part III

RESEARCH AND SUPPORT STRATEGIES FOR WOMEN'S HIGHER EDUCATION

*The following statement was prepared by the members of the Advisory Committee for the Project on the Status and Education of Women, Association of American Colleges. The Committee consists of: Samuel F. Babbitt, Kirkland College; Lois B. Moreland, Spelman College; Joel Read, Alverno College; Geraldine Rickman, Geraldine Rickman Associates, Inc.; Adele Simmons, Princeton University; Sheila Tobias, Wesleyan University; Ann Truax, University of Minnesota; Robert J. Wert, Mills College; and Esther Westervelt, Associated Colleges of the Mid-Hudson Area.**

We are members of a group concerned with the status and education of all women, white and minority, in higher education, whether they are students, faculty or administrators. It is our opinion that inadequate support is presently offered for the study of certain important questions which have serious implications for educational policies affecting women. It is especially significant to address these issues in 1975 -- International Women's Year.

The re-emergence of the women's movement in the mid-1960's has affected women's higher education in a number of ways. It has generated legislation and federal regulations regarding affirmative action and equal opportunity in order to increase women's opportunities as students and as employees in higher education. Very probably and perhaps paradoxically, it has been one factor leading to both the spread of co-education and the reaffirmation of support for single sex education for women. It doubtless helps to account for the recent rise in women's participation in higher education at both the undergraduate and graduate levels. The women's movement has drawn attention to inequities in the employment status of women in higher education and stimulated women's pursuit of appointments and promotions as faculty members and administrators. To some extent at least, it has changed the expectations and aspirations that both white and minority women associate with higher education. It has also unquestionably increased public consciousness of the educational needs and potential for achievement of women of all groups.

The women's movement in academe also has had a conspicuous impact upon program development and research. Some faculty and administrators have developed courses and programs in women's studies which have not only proliferated rapidly, but have also grown steadily in scope and sophistication. Others have engaged in efforts to improve the counseling available to women and to develop vehicles for the provision of greater faculty and peer support. Attention to programs of continuing education for adult women, which began prior to the re-emergence of the women's movement, has markedly increased in recent years. Feminist scholars in a variety of disciplines have reexamined and rejected a number of cherished theories which had long provided the bases for analysis and interpretation of female characteristics and behaviors. A wide range of questions concerning the nature and origins of sex differences has been raised and these issues are being explored in such disciplines as biology, psychology, sociology, anthropology and history. Pressure on data collecting agencies, particularly federal agencies, has led to the development of statistics concerning education and employment which reveal a number of new details of sex differences in participation.

Out of this surge of interest and activity there should emerge, in time, some answers to many questions that are troubling those of us who are concerned with the utility and effectiveness of women's higher education, as well as with its equitable availability. We believe, however, that highest priority should be given to the support of those areas of research and program development and evaluation that have the most critical implications for both the higher education of women and women's status in institutions of higher education. We regard those discussed below as most salient.

---

* The names of institutions are included for purposes of identification only.

association of american colleges 1818 R STREET, N.W. - WASHINGTON, D.C. 20009

EFFECTS OF CERTAIN STRUCTURES AND PRACTICES IN HIGHER EDUCATION

The possibilities for evaluation and comparison of the effects on women of certain long-existing structures and practices in higher education are legion. In some there is a pressing need for study since decisions are currently being made on the basis of ad hoc assumptions or out-dated experience. These are:

- Effects of coeducation and single sex educational experiences. The possible differing effects on women's educational experiences of the women's college (as compared to the coeducational institution) is one area that needs to be examined. Individual variables that need to be taken into account in such a study include the opportunities for leadership roles, choices of major fields, quality of academic achievement, level of career aspiration, interpersonal relationships (including heterosexual relationships and adjustments), and marital and family arrangements and satisfactions. Institutional variables that need to be taken into account include size, type, selectivity, and academic traditions. Ideally, such a study would attempt to cover a representative cross-section of institutions.

- Analysis of data on the outcomes of affirmative action. These data need to be collected and disseminated in order to assess changes in the representation of women and minorities in the administration and on the faculties of all our institutions of higher education, by department and/or field, through systematic reporting by institutions. The possibility of outside support for collecting the necessary institutional data should be explored.

- Analysis of career patterns of women. An examination is needed of differences in the extent to which different institutions produce women graduates who enter other than the traditional career fields. In addition, efforts need to be made to identify factors associated with these differences.

- Effects of dormitory options and living arrangements. Further examination is needed of the relative desirability of providing or not providing options, for both male and female students, on coeducational campuses regarding dormitory and other living arrangements (i.e., single sex versus coeducational dormitories, and various living arrangements within coeducational dorms).

DEVELOPMENT AND EVALUATION OF PROGRAMS

As noted earlier, a number of new programs for women have been initiated in colleges and universities. However, in most instances these programs have not been systematically evaluated. For example, the effectiveness of the following needs to be evaluated:

- Courses and programs in women's studies. The objectives of these activities vary considerably -- from affecting behavioral and attitudinal changes in the women and men enrolled, to stimulating new theoretical conceptualizations and directions for research. In order to evaluate courses and programs in light of their objectives, it is necessary to undertake research both (1) to evaluate and measure behavioral and attitudinal changes and (2) to measure the quality and quantity of completed work by students and the impact of this work on related ongoing research.

- Women's centers. These centers generally are designed to provide peer support, aid in conflict resolution, furnish counseling for career and life planning, and provide related services. Evaluation is needed to measure the differential impact of centers on different groups of women (e.g., white and minority women, freshmen and upperclassmen, etc.), their effects on male behavior and attitudes, and the socio-psychological dynamics associated with the development and growth or disintegration of these centers.

- Counseling services designed specifically for women. Evaluation would compare the effectiveness of, and differences in, the types and content of counseling available to women through these services and through established college counseling services.

- Constellations of efforts (including activities, courses and services) to raise the awareness of men students regarding women's needs and concerns. Evaluation is needed to explore the effectiveness of these efforts and to identify behavioral and attitudinal differences between male students exposed to such efforts and those not so exposed.

- Programs of continuing education for women. Evaluation would compare the effects on older women (i.e., outcomes of education) of participation in programs aimed at "traditional" younger students, to those designed particularly to serve mature women, including those with a specific focus (e.g., upgrading the occupational level of minority women, graduate professional programs designed for the part-time mature woman student, etc.). Evaluation might also examine any differences in characteristics of women enrolling in various types of programs.

- Programs, courses, and related efforts to encourage women to enter other than traditional majors and/or career fields (e.g., management in business and industry, engineering, etc.). Evaluation would attempt to measure outcomes not merely by a follow-up of graduates, but also by comparing career choices of women graduates from various types of institutions.

There are also programs in early or planning stages that should be supported, with provision for evaluation included in the funding. These include:

- Programs designed to offer women "coping training." For example, programs are needed to assist women to become more assertive in personal style and expectations. Evaluation should include comparision of the effects of different types of learning experiences (e.g., learning outside the classroom, use of laboratory techniques such as group process, exposure to role models, films, drama, etc.), as well as measurement of learning retention and differences in retention by type of learning experience.

- Experiments with differing sex distributions and with sex segregation in the classroom and in experiential learning settings, including experiments that attempt to measure the influence of the sex of teacher or supervisor on women's attitudes and behavior. Evaluation would examine the extent to which changes in attitudes and behaviors identified in the course of such experiments persisted in the women participants in other settings and over time.

- Efforts through programs, workshops, and other means to raise the level of women's quantitative skills and increase their confidence in their ability to use these skills in managerial roles. These efforts would be designed for women already employed in higher education for the purpose of facilitating their rise to higher administrative levels. Evaluation would attempt to measure the extent to which these efforts raised the participants' level of competency and interest in the exercise of quantitative skills and the extent to which such a rise facilitated career development.

- Experiments to determine the effect of various classroom sex ratios in encouraging women to enter fields that have not traditionally attracted women (e.g., physics). Evaluation would attempt to measure the effect of classroom sex ratios on women's subsequent academic performance in the subject and on their choices of majors and careers.

Most proposals for experimental projects in educational contain pious commitments to EVALUATION OF OUTCOMES. As a rule, however, only the largest and most generously funded projects actually engage in sophisticated and extensive evaluation efforts. In part this is caused by funding that does not cover the costs of competent evaluation. In addition this is partly a function of the difficulties inherent in evaluating educational outcomes since any measure of the persistence of effect requires longitudinal study. Also, it is partly a result of the shortage of individuals trained in educational evaluation. This shortage is particularly unfortunate when attempts are made to evaluate experiments in women's higher education, because such ventures are typically underfunded (and very frequently have no outside funding) and understaffed. Furthermore, these experimental programs are often developed by women faculty and administrators from academic fields which do not generally require the use of the quantitative skills upon which evaluation techniques depend. These women often do not have access to whatever evaluative capabilities their institutions may possess because these experiments in women's education are typically regarded as peripheral to the central functions of the institutions and are thus not entitled to any significant contribution of institutional funds and expertise. We therefore urge the following:

- Active efforts should be undertaken to recruit women to the field of educational evaluation, both through attempts to interest undergraduate and graduate women students in the field, and attempts to attract to evaluation women faculty from fields which require some competency in quantitative operations (e.g., psychology, sociology, economics, social psychology, mathematics, etc.)

- Courses and programs designed to make statistics a more integral part of women's education should be a concomitant of efforts to recruit undergraduate and graduate women students into evaluation. Also, a much greater emphasis on methodologies of evaluation is needed in undergraduate and graduate programs in the field of education, since this is a field frequently chosen by women.

- Efforts should be made to attract women faculty from appropriate academic fields to training in methodologies of evaluation by workshops of sufficient length and/or frequency to insure thorough coverage of all major evaluation methodologies. These workshops should be located at institutions with resources adequate for such training, conducted by recognized authorities in the various techniques of educational evaluation, and limited to participants with a demonstrated interest and intent to engage in educational evaluation. While men obviously could not be excluded from such training programs, there should be strong emphasis on the recruitment of women. We would hope that funding would provide faculty, staff and stipends for participants.

RESEARCH ON INDIVIDUAL DEVELOPMENT

To the extent that decisions regarding the qualifications of women are still being made on the basis of certain questionable assumptions about female psychological development and various differences and similarities between males and females (especially with regard to factors associated with family status and age), there is a pressing need for further research to include the following:

- Research on patterns of intellective development during the middle years of adulthood (25 to 65) that will build on existing data for earlier years in order to identify relationships between various social variables and differing patterns of development. One aspect of such research should be the study of sex differences in chronological patterns of intellectual productivity (with thoughtful attention to the definition of "productivity"). Such studies may provide a clearer perception of whether, taking into account differences in chronological patterns among academic and other fields, women tend to reach a peak of productivity later in life than do men (as a few early studies have suggested). Such research has important implications for women's employment opportunities, especially in higher education, since many women enter, or attempt to enter, full-time employment in academe and elsewhere at a later age than do men.

- Research on effects on women's psychological autonomy and independence of socialization experiences associated with traditional adult roles as wife, mother, housekeeper, suburban resident, and financial dependent, with controls for social class and race differences. Such research would be aimed toward obtaining a more precise measure of the relative strengths of the impact on autonomy and independence of an androgynous education coupled with experience of academic achievement and the cultural demands of certain traditional feminine roles. One approach to research in this area could be a study of differences in levels of autonomy and independence in women living in non-traditional family arrangements or in dual career families and in those living in traditional family arrangements. Another interesting possibility for study in this area is a follow-up of the subjects of the Mellon Foundation research carried on at Vassar during the 1950's; in view of the large amounts of data collected on these subjects during their college years, such a study could be extremely productive.

- Research related to social policies regarding families. Heated debates regarding child care policies, urban and suburban planning, welfare programs, educational programs and facilities and related issues indicate the urgency of the need. The necessary research encompasses many areas of interest and lies within many disciplines. This circumstance suggests that a center for such studies should be established with support from both public and private funding agencies and with a guarantee of support for at least a five year period.

STRATEGIES FOR THE ENCOURAGEMENT AND COORDINATION OF EXPERIMENTATION AND RESEARCH AND THE DISSEMINATION OF FINDINGS

The tendency of institutions and individuals to "go it alone" in developing and seeking support for proposals, while tending to insure the relatively steady input of original ideas for programs and research, costs funding agencies both time and money and can be detrimental to the quality, scope, and ultimate usefulness of projects and studies whose implications for practice are potentially far reaching. We recommend the following measures as approaches to achieving economy, coordination, and utility without discouraging originality:

- Conferences on program development and research pertinent to women's higher education (possibly regional, rather than national, to stimulate fuller participation), designed to encourage the sharing of ideas and planning for cooperation and coordination among those who develop experimental programs and those who are qualified to conduct relevant research.

- More efficient means of information storage and retrieval for materials on program development and research pertinent to women's higher education. One alternative is the establishment of a facility exclusively for this purpose; another is an organized effort to increase the usefulness for this purpose of several existing systems by adding new categories for storage and retrieval and attracting new sources of input.

- Encouragement of the exploration of new conceptual schemes and theoretical formulations capable of generating new hypotheses pertinent to women's education and development through funding a year devoted to such an undertaking at some existing center ("think tank"). Invited to participate would be scholars from various disciplines and practitioners from various fields who have demonstrated concern with these problems and some competence to work with them.

September 1975

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN of the Association of American Colleges began operations in September of 1971. The Project provides a clearinghouse of information concerning women in education and works with institutions, government agencies, and other associations and programs affecting women in higher education. The Project is funded by the Carnegie Corporation of New York, the Danforth Foundation, and the Exxon Education Foundation. Publication of these materials does not necessarily constitute endorsement by AAC or any of the foundations which fund the Project.

This paper may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D. C. 20009.